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ABSTRACT

The "Purplebook" is an essential part of the "Greenbook System", which is an integrated sequence of five individualized programs (Alpha, Beta, Gamma, Delta, Epsilon) designed for the professional development of college educators. The Delta program is aimed at professional staff in higher education who are just completing probationary contracts or who have tenure, and presents an iterative program of performance-raising and job-enriching activities. It follows the establishment of a "Greenbook" analysis of a professional educator in higher education and cannot be pursued until one of the pre-entry programs has been completed. The staff member (1) reviews his knowledge of the institution, (2) accounts for minor job changes, (3) evaluates and re-specifies his major job, (4) raises his performance standards, and (5) checks his progress and makes decisions about future professional and personal growth. Appendices include: informal instructions on how to plan projects in an orderly, elegant manner, using "force field analysis"; a simple teacher-evaluation form which probes fourteen characteristics of good instruction; and a Dewey decimal classification system for use in a small office-filing system. (Author/LH)

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Purplebook Delta for improving performance in an established position in higher education

Walter A. Coole

PRE-ENTRY

Purplebook Delta is an iterative program of performance-raising and job-enriching activities that follows the establishment of a *Greenbook* analysis of a professional educator in higher education. *It cannot be pursued until one of the pre-entry programs have been completed.*

> *Purplebook BETA* for a newly-hired professional who has established a model *Greenbook*, based on the ideal position in higher education which his university studies have prepared him for; in the *BETA* program, the model *Greenbook* is replaced by study of the employing institution and analysis of the actual position attained. Skills and knowledge called for in the actual position are assessed in light of the user's mastery. Glaring deficiencies are identified and corrected; the user then progresses to *Purplebook DELTA*.
>
> *Purplebook GAMMA*[1] for the established professional who has not pre-employment preparation, using *Purplebook ALPHA*[2] and its immediate corolary, *Purplebook BETA*; in the *GAMMA* program, the user develops a *Greenbook* and masters skills of his position commensurate to his situation's basic demands. He then procedes to *Purplebook DELTA* or *Purplebook EPSILON*.
>
> *Purplebook EPSILON*'s purpose is to provide for anticipated or newly-entered positions that represent sharp departures from established professional positions: new institutions, interdepartmental transfers, sharp changes in major jobs. In the *EPSILON* program, the user will identify knowledge and skills that can be adapted to the new situation and novel requirements of the new position will be prepared for.

JC 780 080

OBJECTIVES

In this program, the established professional will extend professional competence and address personal growth by...

1. ERIC ED 103 084
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1. reviewing knowledge of the employing institution
2. accounting for minor job-changes
3. evaluating and re-specifying the major job
4. raising performance standards
5. checking progress and making decisions about future professional and personal growth

While Henry Reitan did not participate actively in the writing of *Purplebook Delta* as he did in that of *Alpha* and *Gamma*, his creative speculation on the relation between personal lives and professional careers of people in higher education gives him claim to being the genius behind this work.

I find it ironic that "Job V", in which the latter objective is pursued is a meeting-ground of...

> B. F. Skinner, whose programmed format was adapted to the complex decision-making procedure necessary to follow, in a constructive manner, the client-centered attention as recommended by Carl Rogers
>
> A contemporary Western psychologist, Abraham Maslow and an ancient, anonymous author of the *Brahmanas*--both of whom suggested the progression of questions to be contemplated by a college teacher during the growing-awarness time of his career
>
> Benjamin Bloom and Melvil Dewey, catalogers of, respectively, educational attainments and books

Toffler warns us that our world will change sharply in the next few decades. In order for higher-education institutions to continue functioning, they will have to adapt to whatever changes appear. Ergo, elements of those institutions--the teachers, administrators, and supportive professionals--will have to follow those changes; I hope that the procedures recommended in the *Greenbook System* will provide the means for those adaptations to be undertaken without losing the unique, idiosyncratic, and personal characteristics that individuals maintain in the face of growing pressure to conform to die-cast standardization.

I believe that college teachers--especially in community colleges--will take on roles as public-service impresarios, focusing their disciplinary training on problems and projects that arise in their communities. The *Alpha* and *Gamma* programs contained strongly-recommended options: parliamentary procedure; because although college teachers are known to spend important time in meetings that use this procedure as an operating mechanism, no time is devoted in the preparation of college teachers--to Roberts' Rules.

Maturing college teachers--as well as administrators--are required to organize and conduct projects that involve coordination of people and the use of limited resources. For this reason, I have made a special effort to provide for project-planning through a discovery method which leads the *Delta* program's user to master the process only insofar as his situation requires it.

Pursuit of the *Purplebook Delta*'s program requires worksheets that are provided in the *Greenbag*. These materials are not copyrighted; they may be reproduced in quantity by any educational institution for any use within their program without furthur requirements of authorization.

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I'd welcome your suggestions and questions...

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3. ERIC ED 103 085

PURPLEBOOK

DELTA

For improving performance in an established position
in higher education

Walter A. Coole
The Open Classroom
Skagit Valley College

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CONTENTS

Job	Title
I	Reviewing your knowledge of the institution
II	Accounting for minor job-changes
III	Evaluating and re-specifying the major job
IV	Raising standards
V	Progress-checking and decision-making

Appendix: Project Planning
Survey of Teacher Characteristics
Dewey Decimal Classification

TO THE TRAINEE

Are you in the right program?

Purplebook Delta is written for professionals who have established a Greenbook and are seeking to improve their performance in a position that's remained substantially the same.

Purplebook Alpha is for pre-professional training
Purplebook Beta is for the new-hire who has completed Purplebook Alpha

Purplebook Gamma is for a working professional who has not yet established a Greenbook

Purplebook Epsilon is for a working professional whose professional position has changed substantially and who is moving into it from a professional position for which he has developed a Greenbook.

The strategy....

As you developed your positional analysis and accumulated technical lore, you will undoubtedly have remarked on the transcience of your position. Your institution, as all institutions in higher education, is evolving. Further, your personality is growing along with your increasing competence and changed circumstances.

Early Greenbook experiments have shown Dr. Reitan and me that the process of compiling a Greenbook is somewhat tedious. To date, we haven't been ingenious enough to overcome that problem. However, in the Delta and Epsilon programs--which you will want to cycle through many times--we've been able to develop sequences in which the time from the beginning to end of each cycle is considerably shorter: about a semester or a quarter per cycle.

At the cost of including some passages that require some page-flipping, we've developed some options that will take you through alternate paths through the Purplebook Delta program.

We hope you continue to grow in your professional position.

Walter A. Coole

JOB 1

Institution study

As you begin reviewing your professional position, it seems to be a good idea to look for changes in the situation around you. By systematically reviewing your working context, you may be able to anticipate modifications in the demands of your position.

PRELIMINARY TASKS

a. As you begin the Purplebook Delta Program, you'll need an alternate 2" 3-ring notebook binder--green, if you like. Physically, you'll be shuffling still-current material from your old Greenbook, while replacing out-moded and improved material.

b. You should begin each Purplebook Delta cycle with a new Greenbag; perhaps you can do well enough with the remnants of previous Greenbook work and judicious use of the dry-copy machine.

c. Extract the dividers from your Greenbag, label them appropriately, and put them in your new Greenbook.

d. The first worksheet you'll find in the Greenbag is (2) a 10-year plan. Save this sheet for the last of the Purplebook Delta cycle.

TASK 1. On the "Institutional Study" worksheet, you should develop a modified description of your institution and its community. As you can, copy out old information and select from Division 0 of the old Greenbook, corresponding information which is still current. At the same time, you should enter new information, reflecting any changes--but especially those which can conceivably affect your work. Here's a checklist of possibilities, but it isn't exhaustive...

EXTERNAL CHANGES

What about the geographic area served by your school? Are there changes in...

boundaries?
the economic situtation?
political currents?
demography?

And the Board of Trustees (or other governing body)?

a new body altogether?
new people on the Board?
a shift in policy?

Get a copy of the current budget. How does it compare with the last budget you studied?

Is there a change, a re-write, or a replacement or the institution's statement of objectives or mission?

Have there been significant changes in the school's internal governance?

- *modifications in the formal structure of the committee system?*
- *changed rules?*
- *shifts in policy or "in groups"?*

And the administrations?

- *new positions established?*
- *new organization?*
- *replacement of significant power-figures?*

Has the student-body changed?

- *numerically?*
- *characteristics?*
- *needs and demands?*
- *status within the institution?*

Have educational, service, and research programs changed?

- *expected outcome?*
- *funding?*
- *relative size within the institution?*
- *public "image"?*

And faculty working conditions?

- *dramatic shifts in morale?*
- *tenure?*
- *salary and pruchasing power?*
- *retirement?*
- *relations with administrators, students, non-professionals?*

At this point, you should have removed all material in your old Greenbook up to section 0.4. Common tasks, operations, and equipment proficiency materials will be dealt with later.

TASK 2. Re-write your position analysis (4). Try to make the general description more terse, inclusive, and functionally-worded.

As you list component jobs,...

delete functions and jobs no longer performed
add new and replaced functions (eg. new committee assignments, departmental duties, supervisory and managerial roles)
re-allocate "importance" ratings to point up "realities" and re-emphasis on your major job

Store this new analysis in the new Greenbook

JOB 11

Accounting for minor job changes

Most positions in higher education consist of a major job which occupies 55-80% of the position and a collection of minor jobs which total to 20-45%. To this is often appended some professional-organization and moonlighting activity which correspond to up to 20% of the position's contracted elements.

It is the intent of the following strategy to select about a quarter of the minor-job and third of the major-job content of your Greenbook for study during the current cycle. Eventually, by cycling through the Purplebook Delta program several times you will have achieved measurable improvement in all of your professional position.

TASK 1. By comparing your old and new position analyses, you can easily identify all minor jobs (including those in Categories 8 and 9 (professional organizations and moonlighting) that have remained substantially the same.

One-by-one, these jobs' analyses, component tasks, and operations should be extracted from the old Greenbook.

Re-write the job analyses (5) ...

improving the general description by stating this more briefly and functionally
identifying more precisely, quantitative and qualitative standards
re-assessing the jobs' relation to institutional objectives

Insert the new job analyses, followed by the old one, in the new Greenbook; paper-clip the two together, so that the old task list serves temporarily for the new one.

Follow the job analysis with its related task and operational analyses and any lore you've accumulated related to the job.

TASK 2. Now, write job analyses for new minor jobs you've acquired, and old jobs that have modified so much that they can't be carried over to the new Greenbook as you formerly did them.

Before turning the task and operational data upside down, it might be a good idea to assemble any evaluation data you might have, no matter how poor it may seem: student opinionnaires, evaluations by peers or senior members of your department. Use a red pencil to note any adverse criticism, even if it's wrong--it indicates something, even if only symptomatically.

TASK 3. Let's return to the minor jobs that have been transferred from the old Greenbook intact.

In some cases, you may want to re-vamp the task list and the task and operational analyses completely. You'll recall that the tasks were evaluated:

#	Importance	Required competence	Learning difficulty
0	No importance	No special requirement	Already skilled
1	Some	Common sense	Minor
2	Critical	Some degree of technical or professional skill	Moderate to hard

Even if you don't modify the task and operational literature, be sure you re-assess these; evaluation data, skimpy as it may be, provides many clues as to just how much skill you have in relation to the requirements of the job.

In reviewing the lore you've stored for each job, you may decide to extract some little-used content for auxilliary storage--say in your file cabinet or trash can.

TASK 4. Next, let's turn to sections 0.4 and 0.5 of your old Greenbook. By referring to the "X Reference" columns of task lists and operations lists, you will be able to pick out all common tasks and operations that refer exclusively to minor jobs.

From your Greenbag, extract:

(7) 0.4.0 General task studies
(13) 0.5.0 General operation studies

Inspect the job analyses for minor jobs you've transferred intact from the old Greenbook to the new; at the sme instpection tour, check all operations lists. For all tasks and operations that have been marked in the "X Ref" column, select all noted materials from sections 0.4 and 0.5 of your old Greenbook.

Either--

transfer them directly to the new Greenbook

or--

re-write them and insert the newer versions, along with new or better lore, omitting learning proceedure notation

and whichever you do, enter the appropriate information on worksheets 0.4.0 and 0.5.0.

You should have nothing left in the old Greenbook's sections but tasks and operations shared by your major job and deleted minor jobs. You should now have a good beginning of sections 0.4 and 0.5 in your new Greenbook.

TASK 5. Now for components of the new jobs.

Complete task and operation analyses for the new jobs, conducting such how-to-do-it research as is necessary to carry out these new assignments competently, but again, omitting learning procedure notation. Store the results in your new Greenbook.

TASK 6. From your Greenbag, select (14) Job Learning List.

In the following tasks, you will select the portion of your position that will be studied more intensively during this Purplebook Delta cycle.

Refer to your new Greenbook's Position Analysis, 0.3.1.

Execute Tasks 7a ff. until you have selected one or more minor jobs totaling 10-20% of your professional position to be upgraded. Then, proceed to Task 8, skipping over the intervening tasks.

TASK 7a. Is there a relation between the time you spend on your various jobs and the importance-rating you've assigned each?

Does one of these minor jobs take too much time for its importance: to you, to the institution, to your students?

Could you execute one of these jobs in less time if you concentrated on learning it better?

If the foregoing questions single out one job, enter its id # and title on the Job Learning List.

TASK 7b. In the foregoing analytic workup and research, have you turned up considerable new "how-to-do-it" lore?

If so, list that job on the Job Learning List.

TASK 7c. Does the idea of improvement in one of these jobs pique your curiosity? Challenge your ingenuity? Appeal to your sense of good academic craftsmanship?

Add that one to your list. (Are you up to 20%? If so, quit!)

TASK 7d. Which of these minor jobs is related to your future plans for professional advancement?

Note it.

TASK 7e. Will adroitly competent performance of one of these minor jobs promote your effectiveness in performing your major job?

Add that one to your list.

TASK 7f. Are any of the new jobs tough enough and unfamiliar enough that you feel that your common sense intuition will be insufficient to carry the load?

You should enter that on your list.

TASK 7g. Check your evaluation data. Are any of the critical remarks or times related to any of the minor jobs that comprise your total professional position?

Perhaps you'd better do something about that job; put it on the list.

TASK 7h. If you've gotten this far, you must be in pretty good shape with regard to your minor job assignments. Nevertheless, you should work on improving at least 10% of your job devoted to these lesser functions. As a last, brute-force method, here goes.

For each task list you've completed for your minor jobs, multiply:

task importance X required competence X learning difficulty

and note the result (a number between 0 and 8) in the right-hand margin for each task.

Then, for each job, total the figures.

Select and list on the Job Learning List, the minor jobs with the highest total score until you've identified at least 10% of your position.

TASK 8, Later, we'll plan when the learning is to be accomplished. For the present, insert the Job Learning List in your New Greenbook at the beginning of Section 0.6.

TASK 9. From your Greenbag, select:

(16)	0.6.2	Task Learning List
(18)	0.6.3	Operation Learning List
(19a)	0.6.4.1	Equipment Record
(19b)	0.6.4.2	(continued)

Complete these worksheets on the basis of your previous analyses and by referring to your old Greenbook. Place these in your new Greenbook without specifying learning dates.

As you complete Job II of the Purplebook, you shouldn't have anything in your old Greenbook except a few pieces of task - and operational literature. If more remains, treat it as you will now.

JOB III

The Major Job

Because of its relative importance from your viewpoint, your major job--the one that ususally names your position--will be treated in more detail. Your collection of evaluation data should treat with this element more than anything else.

In this Job, the strategy will be to re-assess the major job and select about one-third of it for upgrading (20-40% of the whole professional position.)

TASK 1. Using a Job Analysis worksheet, supplemented by whatever additional paper you feel you need, re-write the general description of your job. Pay particular attention to the resources that the job requires and the expected outcome: learning accomplished by students, credits earned, grades achieved, satisfaction expressed, etc.

Try to find more precise and measurable ways to express your standards of competence and, of course, develop a target of increased quality in your performance.

TASK 2. If you can improve on your task list and subsidiary operation lists, do so; otherwise, copy out your original task list and store this job's analysis in your new Greenbook. All tasks that you have previously learned should be rated "0" for learning difficulty.

TASK 3. If needed, write new task analyses and operational analyses entailed in any revisions and select task and operation materials including the remaining crossed referenced materials in 0.4 and 0.5 from your old Greenbook. Store all this material for currency and all old analyses for the possibility of making minor changes to improvement.

TASK 4. Identify and plan one project for improving your work that can be completed durin the current Purplebook Delta cycle. (See Appendix 1:

Project Planning, for a planning method.) Here are some questions that might suggest some projects:

Would you like to invent and test a new teaching device?

Do you want to exercise your discipline in a public-service project?

How about publishing a paper?

Or does this idea appeal to you--what would improve the appearance and efficiency of your working area?

TASK 5. List your major job as the final entry on the job learning list (0.6.1)--and remember, we haven't yet planned when each job is to be learned; that decision will come later.

TASK 6. Inspect your new major-job task list. In the right-hand margin, write the product of:

task importance X required competence X learning difficulty

and note the number of tasks listed. Identify the one-third of the tasks listed with the highest of the products just calculated.

What if you have too many tasks with a high index number to select a clear one-third?

Take a choice among "fun" preferences.

What if you have too many tasks with index of zero?

Re-assess importance and learning difficulty--and raise the performance standards; then try again.

List the tasks selected on the Task Learning List (0.6.2).

TASK 7a. Complete an operation analyses for all task you've selected.

TASK 7b. The next process to complete concerns the Operation Learning List (0.6.3). Add to the list: all operations entailed by the tasks you have just selected above.

TASK 8. Compile a bibliography (and, where desirable, obtain copies of materials) for the jobs, tasks and operations you have selected for mastery during this Purplebook Delta cycle.

TASK 9. Identify all equipment-operation competency you intend to acquire during this Purplebook Delta cycle and note on the Equipment Record (0.6.4).

End-of-Job Checklist

( ) *Have all "X-referenced" tasks and operations been salvaged from your old Greenbook? (Sections 0.4 and 0.5)*

( ) *Have you disposed of the major-job analysis and lore from the old Greenbook?*

( ) *Is there anything left in your old Greenbook? If so, transfer, store, or discard it.*

You should now be operating entirely from the new Greenbook.

JOB IV

Raising Standards

Every Citie hath his principall Standard, with their peculiar armes and devices therein, to distinguish one people from another...

Then in the name of God and all these rights, Advance your Standards, draw your willing Swords...

In this Job, you'll actually undertake the learning process that preceding Jobs have been devoted to planning--although the planning process and preliminary research has certainly been enlightening in itself.

The study process should be organized along the framework of your jobs, tasks, and operations.

In the plan you will develop, you encounter a suggestion that one good way for a professional to learn how to raise his performance is to visit a colleague at another institution whose performance of the same or similar work could serve as an example.* Before undertaking Task 1--planning the learning sequence--you should preview Task 3 on page 4.3.

TASK 1. To begin planning the larning process, extract from your (new) Greenbook: section 0.6. Lay the Job-, Task-, and Operation-Learning Lists out side by side. You have already established the best *order* in which to conduct your learning.

Why?

Because (I) there's a tendency for a college professional to concentrate on his major job to the exclusion of minor jobs--and get into difficulty because of the neglect;

(II) beginning with minor jobs is a way of shaking one out of rutted thinking and creating new views of the major job.

What remains is to determine timing.

Begin with the date at which you intend to complete the current Purplebook Delta cycle.

*If you have no *good* model, try a *bad* one. There's quite a lot to be learned from watching the result of incompetence in action!

Allowing a week for Job V (Progress-checking and Decision-making), specify a date one week prior to the cycle-completion date; enter this specified date as the "Date Planned" to complete the last job listed on 0.6.1 (Job Learning List)--which will normally be your major job.

Now, for a trail allocation.

--In the left-hand column of the Job Learning List, transfer from your job analyses, each job's "importance rating". We'll call these numbers "JP".

--Total the number listed. We'll call that "N".

--Determine the number of days or weeks you'll devote to the learning process. We'll designate this number "T".

--On the right-hand margin, enter for each job the result of this calculation:

$$\frac{JP \text{ times } T}{N}$$

--These figures are approximately the number of days or weeks you should spend on each job on your learning list. Beginning with today, the starting date, enter tentative completion dates for each job under "Date Planned".

Next, pull your Equipment Record (0.6.4.1 and 0.6.4.2) and from your Greenbag, pull copies of:

8a Experience Institution Contact Sheet
9 Experience Institution Study

These two worksheets, designed primarily for the Purplebook Alpha program, may be useful in planning a visit to another institution.

With this array of stuff spread around your working area, begin working out learning procedures on the back of each task - and operation analysis you have referred to on your task and operation learning list.

Plan and specify completion dates, including in the process:

--learning new equipment
--visiting (optional)
--the project planned in Job III, Task 4

Finally, review the completions you have scheduled and revise for the following reasons:

--re-sequencing for the sake of efficiency
--scheduling to take the trip at the best time
--taking advantage of workshops
--working around the project's pace

TASK 2. If you're taking Greenbook work for credits or under the tutelage of a teacher, proctor, or coach--

This would be a good point to negotiate, if it hasn't already been done.

TASK 3. You have now planned which job and job-elements you will improve your competence in; and worked out a general strategy for learning. Further, you've specified when you will complete each phase of that learning activity: job-by-job.

Now, identify a set of extrinsic rewards to yourself for completing each job *ahead* of your planned schedule. For example, note that if you beat the deadline for the first job on the list, you'll have a few friends over for a drink to celebrate the fact.

Some other rewards:

--an extra weekend skiing trip
--a new record at the local music shop
--a night out on the town at the local gourmet eatery

When you've worked out a reward-system for yourself, you're ready to go to work.

TASK 4. Now, pursue the course you've developed for yourself.

--Take the jobs one-by-one, mastering each subsidiary task and operation and taking the trip planned, while completing the project you have specified and planned.

--Note the completion-dates you've set for yourself AND IF you beat them, take the reward you've designated.

When you've completed this last injunction's work, the Job is over.

JOB V

Progress-checking and decision-making

How's life treating you?

If that question is a breezy greeting from a colleague as you meet in the rain-swept quadrangle, it's easy to answer. Protocols say you should always answer "Fine!"

At the end of a hard week, you can treat the question more seriously. If you draw upon your emotional state for evidence, it will probably be answered pessimistically.

In this Job, you'll assess your work, your position, and your Green-book work. The verey last step in this process will be to revise and extend your 10-year plan.

To accomplish this evaluation, you will compile an extensive set of notes, assessing your current situation. This set of notes will be useful data for subsequent Delta Program cycles.

The questions you will consider will be presented in the familiar form of a branching programmed text. Some of the questions are deliberately ambiguous; you should interpret them in the way that seems most appropriate to your viewpoint and situation.

As you make each choice, record your decision or response. Use complete sentences, because it will be difficult to interpret one-word or short-phrase notes at the time you will want to use these data.

Here are some optional readings. You may find them useful if you're interested in the principles I appealed to when constructing this sequence.

Crovitz, Herbert F.: *Galton's Walk*. 1970. Harper & Row.
Explores creative problem-solving.

Mehribian, Albert: *Tactics of Social Influence*. 1970. Prentice-Hall.

Mager, Robert: *Goal Analysis*. 1972. Fearon Press.
An excellent cookbook for verbalizing goals and shaving fuzziness.

Maslow. Abraham H.: "A Dynamic Theory of Human Motivation."
Psychological Review, 1943. pp. 370-396.

Paper and pencil ready? Here we go...

(1) Do you expect a new major job or position within the next two years? Do you anticipate moving to a new institution within the next two years?

If the answer to *either* of these questions is *YES*, drop the rest of the Purplebook Delta evaluation and initiate work on *Purplebook Epsilon* immediately.

If the answers to *both* are *NO*, proceed to the next frame...

NO?——→2

---

(2) Consider student enrollment and technological shifts. Will your major job be phased out?

If either of these is a strong possibility, you may want to re-train in a new discipline.

A friend of mine, about ten years from retirement and thoroughly settled in the community, discovered that his position as an English literature instructor was in jeopardy. Enrollment in his classes was dropping, because of a shift in the student body's composition. Students were tending to choose short-term vocational programs more than long-term academic programs.

My friend began his teaching career as a high school typing teacher, many years ago. So he took a few refresher courses to re-qualify himself and switched to the secretarial program for a few terms to ride out the storm.

He reported that while he found the beginning typing classes rather dull after the delights of Chaucer, that he was able to muster a smile on payday.

Then, when a colleague retired from the English Department, he returned to his former status.

——→3

---

(3) Does the mess in your office annoy you?

If it's really that bad, make a note that establishing rational and aesthetic order could be your next Delta Program project.

——→4

(4) Is your position customarily untenured? YES?——→7

Do you have tenure or a continuing contract? YES?——→7

Every probationer should have a written statement of the conditions of his obtaining tenure. Get one, if you don't have one. It should be signed by a person who has the authority to grant tenure for you. If your tenure is to be granted on the basis of a committee action, your statement should be resolved and passed by the committee and should be part of your institution's official record.

——→5

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(5) Let's consider bailing out.

Make a check for each of the following statements that are TRUE:

( ) *I was unable to get a satisfactorily clear, committed statement of the conditions of tenure for my job.*
( ) *Sure, I got a clear statement; but I either can't or don't want to work to meet those conditions.*
( ) *I just can't stand pursuing this job to the tenured level.*

If one of those statements is true, it might be time to move on to another institution. If you begin the process before the pressure gets extreme, you may be able to improve your situation without a hiatus in your income.

You might also consider a quiet word to the American Association of University Professors. They're interested in correcting tenure problems.

Want to work on a move? NO——→7
YES——→6

---

(6) So the tenure situation is impossible to cope with.

a. Revise your 10-Year Plan
b. Plan a long-range job search*
c. Begin Purplebook Epsilon

---

(7) Assuming that you're not a wealthy playboy-professor, consider this item...

Are you saving sufficient money for emergencies and to insure a comfortable retirement?

YES——→11
NO——→8

---

*There's a workable plan for graduate students' job-searching in *Purplebook Alpha*. Perhaps you can modify it to fit your circumstance.

(8) Can you bargain for a raise as an individual?

If you can, do it. If there are conditions attached to the raise, make those conditions a high-priority consideration in your next time through the Delta Program. ——→12

Individual bargaining is not a possibility...
How about doing some kind of extra work?
Additional night classes
Extention work ——→9

---

(9) Is there a nearby extention or correspondence school that can use your services?

YES——→11
NO——→10

---

(10) Well now! You're really concerned about matching your income with current and future needs. Here are some other suggestions...

Write a textbook--see a publisher's representative if you have an idea
Write popular articles--for sure, you'll need to read up on how to write for the popular market and how to get into print
Moonlighting outside the classroom, using your professional skills
——→11

But income is only one of the variables you've focused on, so far. Your other choice will be to attack the needs.

For current needs, you're surviving, now. You might try for a better personal budget.

For future needs, you can get considerable advice and help from your professional organization's staff (NEA, TIAA/CREF, AFT retirement, etc.)

——→12

---

(11) Make the necessary arrangements and account for them in your next Delta Program work.

——→12

12 And the amenities that we've come to regard as obligations and essentials?

Are the kids' education sufficiently financed? How about your spouse--in case of your untimely demise?

Do you have a study at home? Does it suit your taste and working needs? Books? Hobby? Public service? Research projects?

Can you finance these? Perhaps you'd like to review frames 8-11 if feel they'd suggest useful options.

→13

---

13 One way to measure success is by professional status. True, colleagues aren't always the best judge; and certainly school administrators' opinions are notoriously inaccurate. But their esteem is nevertheless valuable.

So let's survey each Greenbook category systematically for clues...

Do administrators and colleagues value your services to the institution?

YES→17
NO→14

---

14 Do you have at least one function (job) devoted to institutional service?

YES→16
NO→15

---

15 Study the institution's structure. See how you can become *visibly* valuable (valued by people whose evaluation counts in your view of things). The next time there's an opportunity, take that function as an assignment instead of a dead-end committee assignment.

→17

---

16 Consider peers and opposite-numbers at other institutions. Could your institutional work be the basis of professional status?

NO→15

YES? Speculate: what could you do to gain recognition for your institutional work outside your own school? →17

---

(17) Colleagues within your immediate working sphere are likely to judge your professional competence, in part, on how your efforts serve their interests.

Does part of your work fall in Category II; ie. do you have a program service job?

NO——→18

If you'd like to improve your program management, stockroom work, etc. you'll find that your colleagues' opinions are a marvelous repository of what to do and how to do it. But there's a right way and a wrong way to probe for it.

If you ask "How am I doing my job?" you'll usually get a short fine-or-poor answer. *Ask leading, non-personal questions.*

Try this approach. (The example given might come from the man in charge of a large chemistry department's stockroom in a written survey of a large number of colleagues. The same principle should apply in a 2-man outf t in an oral interview over a beer in the local pub.)

Dear Colleague,

I'm planning to work on several improvements in the stockroom next year. But because I have limited time, I'll have to work in priority order, leaving low-priorities for another year's effort. Will you please rate the following projects according to your own feelings of what's

Very important	2
Moderately important	1
Not very important	0

_____Reducing security problems

_____Anticipating departmental needs more accurately

_____Improving deliveries for lecture demonstrations

_____Speeding up in-house repairs of equipment

_____Other _____

You see, if you ask for suggestions without indicating the kind of operational improvements you have in mind, you'll get a list of new items the person wants--in other words, a "want list" for instruments.

Leave lots of writing space for "other."

——→20

18 Is there departmental work that needs doing, but no one doing it? A tedious chore that you all would keenly appreciate having done, but keep shoving off onto each other?

NO ——→ 19

You may get points with everyone by taking that responsibility on yourself *after you've talked it over*; there's a caution about this.

Many people resist change, even if the change is badly needed and will alleviate stress and discomfort! It's odd but true. So plan a sales campaign and a period of time for the idea to "age" a bit. And escape routes: if it appears that your proposed improvement will result in a total collapse of western civilization--be prepared to abandon the project as "impractical".

But consider a service-project for your program in your next Delta activity.

——→ 20

---

19 How about a joint venture with several colleagues into public-service project? A little ingenuity on your part may produce an idea that will make *them* look good in public; and you'll gain their goodwill by making it work out.

——→ 20

---

20 Is teaching your major job?

YES ——→ 21
NO ——→ 22

---

21 If you have a colleague as a student ask him to complete the questionnaire in Appendix B.

If you don't have a colleague as a student, record (audio or video tape) a sample of your teaching performance. Then pretend that you're a specific person taking a course with you; try to make entries that you believe that person would.

——→ 22

---

22 You are not primarily devoted to teaching as a professional responsibility. True, but your major job is to *support* the teaching activities of others. *Is a current knowledge of teaching technique an important part of the background knowledge you must bring to bear on your decisions?*

Write a short essay that describes the effect of your job on teaching activities within your institution and then ask...

How visible is your work to the professional instructors?

HIGHLY VISIBLE——→23

Not visible? How would you make it visible?——→24

---

(23) OK, you feel that your work has a directly appreciable impact on the teaching faculty.

You need a tutor.

Select from the faculty, a person who...

--is thoughtful
--has developed new teaching techniques (the more radical and successful, the better)
--would be friendly

Ask him to go over your major job in detail, pointing out performances that could be improved. Spend some time with your "tutor", noting ways that you could help him with his work; and then attempt to generalize such changes for the benefit of larger numbers of teaching faculty.

——→24

---

(24) Think of a colleague who is aware of your relations with students. Suppose this person's son or daughter were a student at your school; and that the parent were choosing someone to counsel his child about...

--an academic career in your discipline?
--a vocational choice in your field?
--a personal problem?

Would you be recommended as the parent's first choice?

YES——→26
NO——→25

---

(25) List the deficiencies a colleague might *believe* you suffered that would deter his naming you as first choice for his own child.

——→26

---

(26) Now, let's consider a hypothetical conversation. This time, imagine several senior faculty members who've been watching an institutional trend of lowering standards...

X: I believe should organize an effort to correct this problem through the committee system.

Y: That's going to be tough. Our committee system doesn't work very effectively.

Z: Yes, but that's the only formal structure we have to work with. Who do you think should lead off?

X: Why, _____, of course!
(your name)

IS THIS A LIKELY CONVERSATION? *YES*——→*28*
NO——→*27*

---

(27) You don't think these three people would choose you to right the school's wrongs through the committee system?

Do you have a job analysis in Category V of your present Greenbook?

YES? What advice do you suppose X, W, and Z would offer?

——→*28*

NO? Select a policy committee whose affairs affect you sharply; sit in on a few meetings and then volunteer for sub-committee work.

——→*28*

---

(28) How are you regarded within your discipline?

RESPECTED——→*29*

NOT ADULATED BY PROFESSORS OF THE SUBJECT? What to do?

Courses?
Reading program?
Tutorials?
Publications?

——→*29*

---

(29) Jot down a paragraph defining the "public" you will serve.

Why is it the size it is? (Rather than larger? Smaller?)

Should you re-define your "public"? *NO*——→*30*

YES. Identify a new allegiance, something different to offer.——→*30*

---

(30) Are you a member of any of these

faculty professional organization?
professional unio
National Education Association?
American Association of University Professors?
American Federation of Teachers NO——→33

Consider your present membership's...

ADVANTAGES	*COSTS*
representation	*dues*
membership priveliges	*time required*
contacts made	*responsibilities*
things learned	*risks*

Does this represent a profitable balance for you?

YES——→31
NO——→36

---

(31) So you feel that your membership situation is a losing proposition. Would you consider some project to correct matters?

NO——→32

You would? Develop a plan. ——→36

---

(32) When do you expect your organization to improve the services it gives its members? What do you believe will bring this about?

Have you decided to drop your membership? ——→36

---

(33) Is there a professional organization or union on your campus?

YES——→34

Have you considered organizing one? Weigh the

POSSIBLE GAINS	*Against the COSTS*
salary increases	*dues and assessments*
security	*organizational costs*
urbanizational priveliges	*risks*
professional contacts	

Does this look promising? *YES*——→35
NO——→36

---

(34) There is a professional organization on campus, but you aren't a member. Consider joining; talk to the membership committee: ask about the rewards *and obligations* of the organization's members.*

- - - - - - - - - - - - - - - - -

You'll join ——→36

This organization is not attractive to you? What about organizing a competing group?
NO ——→36
YES ——→35

---

(35) Contact the state or national parent organization if there is one. They have full-time staff who can help with advice, literature, and (at times) manpower to help you.

——→36

---

(36) At this point, the subject is "moonlighting". Examine your needs for...

extra income
status, professional contacts
professional advancement and currency

And the surplus of...

time
energy and physical stamina
expenses

——→37

---

(37) At this point, you have surveyed your professional position with respect to job security, professional status, and advancement. Do you feel that this has generated enough notes for you to keep occupied with for the next six months?

YES ——→45

No! There must be more to consider. ——→38

---

*On the current NEA membership application, there's a statement that that the applicant agrees to abide by the "Code of Ethics for the Education Profession." That's a 4-page document that contains some pretty heavy committments to the profession, to students, and to the public. Just for funsies, ask a colleague-member how he, specifically, goes about meeting those obligations.

38 The clothes-conscious person sometimes rejects a well-made, stylish garment because "It's just not *ME*."

Consider the following verbs. Which of these is *YOU*???

GIVE ——→41

KNOW ——→39

CREATE
PERFORM ——→42

None of these——→45

---

39 At the present stage of your personal growth, you see yourself foremost as a *KNOWER*. And you'll probably think of growth in terms of increased *UNDERSTANDING*. In Appendix C, you'll see a list of Dewey classifications. Use that list as a heuristic device in naming an extention of your present knowledge. Pick one class of knowledge you'd like to explore more within the next six months.

——→40

---

40 What aspect of the subject would you like to develop?

More detail?
Theory and principles?
Techniques?
Applications?
History?
Philosophy?

How to learn?

Inspect your own school catalog. Any courses? Tutorials with a colleague? A neighboring school?
Independent reading and research?
How about a study-group of interested colleagues?

——→45

---

(41) You share a sentiment with Beethoven when he said of his Ninth Symphony: "In composing this, I have given myself to humanity."

What unique thing would you like to give?

Who needs what you have to offer? (Use a proper noun when naming the recipient, even if a few people might be left out. Example: "Citizens of Sedro-Wooley, Washington" or "The Sons of Norway.")

Study these people, demographically, biographically.

Conduct some interviews.

——→45

---

(42) You are a Prometheus who lives to create and perform.

Are you doing something now? *YES*——→45

No, but you have an unfinished project to return to?——→45

Nothing under way at the moment and no unfinished creative effort.——→ 43

---

(43) Try to identify the kind of thing you'd like to work on during the next six months...

Music	*composition*
Literature	*poem, essay, novel, story*
Art	*painting, sculpture, craft*
Mathematics	*theorem, axiom, system, algorithm*
Philosophy	*concept, idea, argument, analysis*
Science	*hypothesis, law, theory*
Data processing	*program, system, operator*
----	*collection, paper, treatise*

Does anything come to mind? *NO*——→44

Perhaps you can use Roget's *Thesaurus* to describe your proposed activity.

——→45

---

(44) Nothing comes to mind? Set this mess down and do something else for an hour or more.

— — — — — — — —

What's missing from the list in frame 43?

Now, you should be able to think of something.

——→45

---

(45) Not all possible questions have been asked.

In fact, the questions that have been asked might not be well-answered.

If, at this point, you can think of more points to be considered, more ways you can evaluate your position or personal growth, write your thoughts down.

Now, assemble the notes you've made.

You may want to re-copy them.

Or reorganize them.

Now, complete a copy of the 10-Year Plan worksheet. (Item 2 in your Greenbag.)

When you've done this, you have completed a cycle of the Delta Program. The notes you've compiled are usable information--evaluation data, too--for your next cycle.

And may you grow in your profession, contented
to do well, what you can and ever challenged
by what you can't.

Walt Coole

APPENDIX A: PROJECT-PLANNING

The primary purpose of this exercise is to learn how to plan activities and projects; its secondary purpose is to accomplish something of value to you professionally.

During your first Delta Program cycle, I'd suggest that you undertake a relatively simple project. It should be one that's valuable to you, but *simple!*

In your first few projects, you'll find that the clerical apparatus of a "force-field analysis" is more elaborate than is necessary to accomplish the work. The point of doing a force-field analysis for simple projects is to learn the mechanics while other factors are simple enough to cope with.

I have given examples for three simple tasks that might be appropriate for a Greenbook Delta Program's first three cycles...

Producing a smaller, simpler Greenbook
Straightening out the office
Increasing attendance in a class

Finally, there have been blank formats provided for the reader to xerox.

In doing the following steps, I'd suggest that you use a #2 lead pencil. My old math teacher back in Texas claimed that only arrogant calculus students did their work in ink.

---

1. Write one or two paragraphs, telling what the problem or opportunity is.

EXAMPLES

(1). In my last Greenbook Program, I developed a 4-volume Greenbook. I had done fully-detailed analyses of my position. As I began collecting procedural lore, I kep stuffing everything into the notebook(s).

In many situations, I've wanted to lay my hands on my Greenbook as a ready reference; eg. committee meetings. But the whole 4-volume set of 3" binders was just to heavy to carry around.

* * * * * * * * * * * * * * *

(2) My office is five degrees worse than a catastrophe! I can't find anything. I have no place to work on large project. I can't stand to be in there and I'm embarassed to have people visit me there.

* * * * * * * * * * * * * * *

(3) I have a lot of trouble with students cutting my classes. We don't have any required attendance, and I'm not convinced that my lectures are essential wisdom of the ages, but when those who cut classes are those who later fail, something needs to be done about it.

II. After the problem has been informally described, the next step is to define the objective of the project.

The kind of objective-statement I wish to commend to your attention is every bit as stilted as a Spencerian sonnet. But every element has a practical reason.

OBJECTIVE: to *increase / maintain / decrease* *the* *number / proportion* *of* _____*'s*

from _____ *to* _____ *by* _____
(date)

at a cost of no more than $ _____ *and* _____ *man-hours.*

Obviously, such a sentence was never meant to be used in idle conversation. As it stands, it could be used as a standard format for computer inputs--say, for budgets and such.

For presentation to humans, it may be a good idea to use stylistic variance rhetorical ingenuity. *But for your force-field analysis, use the canonical form given above!*

EXAMPLES

(1) OBJECTIVE: To decrease the number of volumes in my Greenbook from four to one by May 1 at the cost of no more than $10 and 15 man-hours.

(2) OBJECTIVE: To decrease the proportion of littered surface in my office from 100% to 50% by May 1 at the expenditure of no more than $5 and 10 hours.

(3) OBJECTIVE: To increase the average daily attendance in Introduction to Philosophy from 65% to 80% by the end of the winter term at the cost of no more than 10 man-hours.

Note that in the last example, the dollar cost was omitted completely.

When you've composed this sonnet-like thought, enter it into the arrow at the top of the force-field analysis (see example following).

III. In the spaces labeled "driving forces" and "restraining forces", list the rewards and motivations that people effected by your project may have for accomplishing and defeating your efforts.

Once these have been listed, you are ready to plan how to procede.

Management experts advise that you consider the situation as an analogy to physical circumstances where a dynamic mechanism is temporarily at rest. That is to say, things aren't moving in a positive direction because there is a balance between driving and restraining forces. If there is some driving force in the situation, it will be sufficient to simply decrease the restraining forces sufficiently to break intertia. Elegant, wot?!!

Furthurmore, it should be remembered that in classical physics, "every action calls up an equal and opposite reaction." If the analogy holds, then there is an interesting explanation of the odd fact that every attempt to make a change always seems to require more effort than one foresees.

Thus, when planning how to carry out a project, the more elegant alternative involves eliminating one of the restraining forces you've identified; the more brute-force alternatives involve pushing harder at the driving forces.

In the space provided, try to identify which of the restraining are most amenable to removal or reduction.

Then try to select which driving force can be increased with a minimum of resistance being called up.

IV. Next, under the "action plan", write a series of not more than eight steps, which, when accomplished, will achieve the objective. Plan the time to terminate a few days before the end of the available time; this provides a few spare days for unforseen delays and for reviewing the conduct of the project.

In simple projects, a linear sequence of activities is usually used to accomplish the objective; commonsense planning is quite sufficient for inventing an effective sequence. However, in more complex projects, involving coordinated efforts of a number of people, each accomplishing tasks simultaneously, it's necessary to apply a little mathematical work. One successful planning tactic is "PERT". If your more advanced projects require "PERT", I'd suggest that you study...

Federal Electric Corporation: *Programmed Introduction to PERT*. John Wiley & Sons, New York. 1969.

* * * * * * * * * * * * *

After you've carried out your project, you'll find it profitable to review and write out a commentary. New projects involve learning. If you capture what you've learned, it's useful to write it out.

If you find that your resources won't stretch, you might review

how you've listed "Available resources" and "Additional Resources Needed." You may discover that you can borrow instudy of buying; substitute, adapt, etc. (Redistribute the institution's assets via midnight requisition?)

FORCE FIELD ANALYSIS WORK SHEET

OBJECTIVE: to decrease the number of volumes in my Greenbook from 4 to 1 by May 1 at an expenditure of no more than 15 hours of my own effort.

Driving Forces	Restraining Forces
1) need for portability	*1) desire for extensive data and procedural lore, organized systematically*
2) experienced convenience of compact, analytic content of Greenbook	*2) reluctance to set priorities about content-selection*

--A.5--

Observations: *1) resisting forces seem to be winning!*

2) RF #2 seems to be most amenable to influence.

PROJECT PLAN

Action	Begin	Complete
1. order 10 file folders from stockroom and label by GB division	Oct. 6	Oct. 8
2. pull everything from GB except analyses, worksheets, put in folders	Oct. 8	Oct. 9
3. for meetings, etc, take GB & file-folder; return items to GB empirically	Oct. 10	April 1
4. review folders for some additional selection; save remainder	April 2	May 1
5. as supplemental material		
6.		
7.		
8.		

Available resources	Additional resources needed
1. committee meetings	1. file folders
2.	2.
3.	3.
4.	4.
5.	5.

Commentary: During execution of plan, I discovered that no more than 3 hours' work was added to routine work. The overflow files are occasionally useful resources, but need further culling out--project for about 2 years from now.

FORCE FIELD ANALYSIS WORK SHEET

OBJECTIVE: to decrease the proportion of littered surface to total surface in my office from 100% to 50% by May 1 at the expenditure of no more than 10 hours and $5 worth of office supplies.

Driving Forces	Restraining Forces
1) *desire to work on the surfaces*	1) *habit: allowing incoming paper--mail, papers, pamphlets, books to stack up everywhere, unless they call for immediate action*
2) *aesthetic feelings about working enviornment*	2) *loathe filing--on careful reflection: I don't mind deciding where each piece goes; I just dislike poking papers into file folders*
3) *embarassment when visited*	3) *time-pressure*
	4) *pack-ratting*
	5) *inability to use student secretary for detailed work*

--A.1--

Observations: *1) office pollution seems to approach some maximimum limit; something keeps it from completely taking the office over.*

2) RF #1 & #5 most amenable to influence.

PROJECT PLAN

Action	Begin	Complete
1. order 2 stacking-trays, 10 folders label trays WORK, FILE	Oct 7	Oct 9
2. new practice: described below	Oct 9	---
3. instruct secretary on filing; write instructions of successors	Oct 11	Oct 11
4. when WORK tray empty, select 2" from piles for refill; work on it	Oct 12	Feb 15
5.		
6.		
7.		
8.		

label by GB category, color-code

Available resources

1. student secretary: 1 hr/day
2. Greenbook overflow file set. last year
3.
4.
5.

Additional resources needed

1. file folders & trays
2.
3.
4.
5.

Commentary: I'll cull this stuff and sort into detailed file-system in the next Purplebook Delta cycle. By combining activities, I met the 10-hour limit easily.

New practice: all papers that come in (and batches of the backlog) go into the WORK tray. As each turns up, it's dealt with immediately, or I write the GB functional category number in the upper right-hand corner. The latter go into the FILE tray and my secretary then places each into the appropriate file-folder--numbered 0-9 and interspersed in the GB overflow-file. These files have a red border, made with felt-tip pen to allow for easy discrimination.

-A-8-

FORCE FIELD ANALYSIS WORK SHEET

OBJECTIVE: to increase the average daily attendance in "Introduction to Philosophy" lectures from 65% to 80% during winter term, at the expenditure of no more than 10 hours' effort.

Driving Forces	Restraining Forces
1) students' academic ambitions	1) competing extra-curricular activities at 10 am
2) customary (conditioned) behavior re attendance	2) students not attracted to philosophy lectures
	3) mating games in coffee shop

--A.5--

Observations: *RF #3 is the most potent and difficult to influence; but re-scheduling may mitigate the conflict. Best to try for RF #1 and #2. The basic strategy will be to develop modular topics for student-participation, appealing to subjects easily relatable to immediate interests and replace them when indicated--abstract them in the notes, color-coded.*

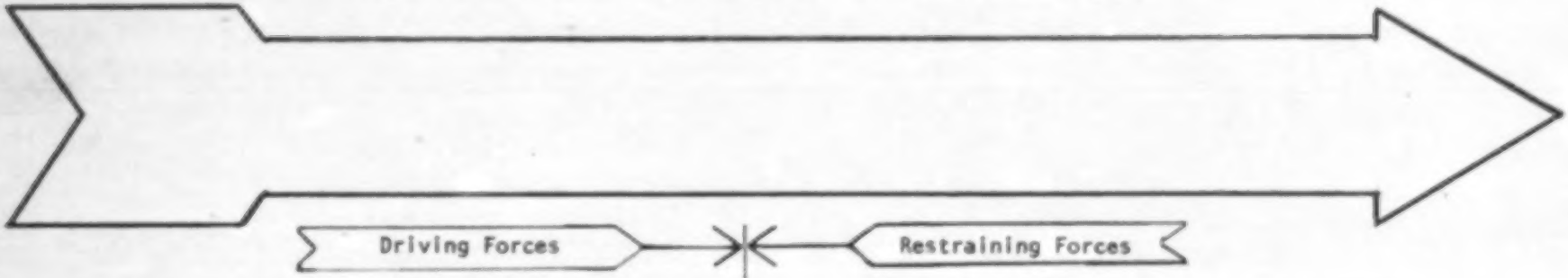
PROJECT PLAN

Action	Begin	Complete
1. *reschedule class to 9 am--see Dean*	*Oct 1*	*Oct 3*
2. *using student readers, collect data from non-attenders on interest*	*Oct 1*	*Oct 15*
3. *modify notes and lecture-plans*	*Oct 16*	*Dec 15*
4.		
5.		
6.		
7.		
8.		

Available resources	Additional resources needed
1. *current lecture notes*	1. *data on student interests*
2. *student readers time, @ 28 hours total*	2.
3.	3.
4.	4.
5.	5.

Commentary: *Step #3 became so interesting to me that I spent considerably more than 10 hours on it. I made 83% ADA: about half came from the re-scheduling, according to followup study, based on more interviews by student readers.*

FORCE FIELD ANALYSIS WORK SHEET



--A.11--

Observations: _____

_____

_____

PROJECT PLAN

Action	Begin	Complete
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Available resources

1. _____
2. _____
3. _____
4. _____
5. _____

Additional resources needed

1. _____
2. _____
3. _____
4. _____
5. _____

Commentary: _____

A SURVEY OF TEACHER CHARACTERISTICS

There are fourteen items I'd like your advice about. Please respond by circling the appropriate choice. Regardless of whether you feel that my performance has been good or bad, please use the space available to suggest opportunities for improvement.

1. Did I present the subject well?

Not very well *Adequately* *Excellent presentation*

2. How did I affect your curiosity about the subject?

Discouraged curiosity *No effect* *Encouraged curiosity*

3. Did I make my expectations clear to you?

Confusing, vague *So-so* *Very clear*

4. Did I seem to interpret your reactions correctly?

Misinterpreted frequently *Understood fairly well* *Very perceptive*

5. Were the reading assignments reasonable?

Too difficult *Just right* *Easy*

6. Was the course work...?

Too much | *Just sufficient to learn the subject* | *Very easy to complete*

7. Did I seem to know how to accomplish the goals of the course?

Didn't know | *Knew well enough* | *Very efficient*

8. How well was the coursed planned and organized?

Disorganized | *Organized* | *Very effective*

9. How well were you kept informed about your performance?

In the dark all the way through | *Had a fair idea* | *Well informed every day*

10. About the climate for cooperative efforts within the class?

Bickering unproductively | *Reasonably open* | *Functional, supportive*

11. Did you feel free to express your opinions?

Afraid to talk | *Moderately free* | *Encouraged to talk freely*

12. Did I listen attentatively to students?

Ignored students | *Listened well* | *Listened very perceptively*

13. Did I follow the mood of the class?

Rigid and authoritarian	*Followed the mood to some extent*	*Permissive and flexible*

14. When I critized your performance, did I ...?

Give no reason for the criticism	*Give some reasons*	*Give clear, constructive suggestions for improvement*

Can you add anything else?

APPENDIX C: DEWEY DECIMAL CLASSIFICATION

This list is primarily included in *Purplebook Delta* as a heuristic device for identifying new knowledge to master.

However, it may also be xeroxed on label stock (1" strips) for use in labeling file folders for an office file of general information, articles, etc. The tics at the left of the page can be used to locate the image.

000 GENERAL WORKS
- 010 Bibliographies
- 020 Libraries
- 030 Encyclopedias
- 040
- 050 General Periodicals
- 060 General organizations
- 070 Journalism
- 080 General collections
- 090 Manuscripts, rarities

100 PHILOSOPHY, PSYCHOLOGY
- 110 Ontology, methodology
- 120 Knowledge, cause, purpose, man
- 130 Pseudo-, parapsychology
- 140 Specific viewpoints
- 160 Logic
- 170 Ethics
- 180 Ancient, medieval, oriental philosophy
- 190 Modern Western philosophy

200 RELIGION
- 210 Natural religion
- 220 Bible
- 230 Doctrinal theology
- 240 Moral, devotional
- 250 Pastoral, parochial
- 260 Social, church theol.
- 270 Church history, geog.
- 280 Denominations, sects
- 290 Other religions, comparative religion

300 SOCIAL SCIENCE
- 310 Statistics
- 320 Political science
- 330 Economics
- 340 Law
- 350 Public administration
- 360 Welfare
- 370 Education
- 380 Commerce
- 390 Customs, folklore

400 LANGUAGE
- 410 Linguistics, non-verb
- 420 English, Anglo-Saxon
- 430 Germanic
- 440 French, Provencal
- 450 Italian, Romainian
- 460 Spanish, Portuguese
- 470 Italic languages
- 480 Classical, Greek
- 490 Other languages

500 PURE SCIENCES
- 510 Mathematics
- 520 Astronomy
- 530 Physics
- 540 Chemistry
- 550 Earth sciences
- 560 Paleontology
- 570 Anthropology
- 580 Botany
- 590 Zoology

600 TECHNOLOGY	610 Medicine	660 Chemical technology
	620 Engineering	670 Manufacturing
	630 Agriculture	680 Products
	640 Domestic arts	690 Buildings
	650 Business	
700 FINE ARTS	710 Civic, landscape art	760 Graphic arts
	720 Architecture	770 Photography
	730 Sculpure	780 Music
	740 Drawing, decoration	790 Recreation, crafts
	750 Painting	
800 LITERATURE	810 American	860 Spanish, P rtuguese lit.
	820 English literature	870 Italic languate literature
	830 Germanic lang. lit.	880 Classic, Greek literature
	840 French, Provencal	890 Other literature
	850 Italian, Romanian	
900 GEOGRAPHY, HISTORY	910 Geography	960 Modern Africa
	920 Biography	970 North America
	930 Ancient history	980 South America
	940 Europe	990 Other history
	950 Asia	